

Cornerstones SY2015-2016

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Elementary School

Kindergarten, ELA, CS 1, “How to be a Good Friend and Citizen”

As part of a unit on friendship and citizenship, students will engage in community service to improve their school culture as they develop their reading, research, and writing skills. Using ideas from literature and study of characters, they will compile characteristics of good friends and citizens, and then design a school-wide poster display to promote these friendship and citizenship behaviors in their school.

Kindergarten, ELA, CS 2, “Community Workers”

As part of a unit on community workers, students will research and interview local workers in their communities. They will learn how to give an interview, how to record notes, and how to present their research about the worker.

Kindergarten, Physical Education and Health, CS 1, “Growing Vegetable Soup”

Students will have the opportunity to taste new fruits and vegetables, while learning how to sort foods according to their food groups and sources. They will preserve the experience by creating a drawing of a fruit or vegetable they enjoyed and identifying whether it is a fruit or a vegetable.

1st Grade, ELA, CS 1, “Never Give Up, Spotlight on Perseverance”

Each class will create a digital or physical book for the school library based on their research about literary characters who persevere. Students will read multiple texts about characters and people who persevere in a variety of ways. Each student will choose one of the characters and create a page within a Spotlight on Heroes (digital) classroom book which will be displayed in the library and shared with other students in the school.

1st Grade, Science, CS 2, “Designing Model Membranes”

Students will be challenged to design a membrane for a frog habitat that delivers just the right amount of water. Students learn how membranes function, and then apply their knowledge of the basic needs of living organisms to the engineering design challenge. They learn to think like bioengineers as they design a model membrane to mimic the properties of real membranes in live organisms.

2nd Grade, ELA, CS 1, “Then and Now”

Students will contribute to exhibits and serve as tour guides in a school-wide museum on technology and change. Students will create a timeline that shows the changes in technology over time.

2nd Grade, Science, CS 1, “The Best of Bugs: Designing Hand Pollinators”

Students will take on the role of agricultural engineers. They will apply their knowledge of insects, insect life cycles, pollination, and natural systems as they test a variety of materials, then engineer their own technologies for pollinating plants by hand.

2nd Grade, Physical Education and Health, CS 1, “Biking in the Park”

Students will learn to ride a bicycle and prepare for a culminating group ride to the park. As part of the preparation, they will learn basic safety procedures including the ability to demonstrate a correct helmet fit, perform a standard bicycle check, use proper hand signals, and identify road signs and the proper clothing to wear.

3rd Grade, ELA, CS 1, “Unlocking D.C.”

Students will further their study of the District of Columbia’s various monuments, historical and cultural landmarks, and neighborhoods. Utilizing text features and informational text writing, they will create a travel guide or webpage to encourage people to visit their communities.



3rd Grade, ELA, CS 2, "A Right or a Responsibility"

Students will research issues around voting and use their knowledge to write essays and create posters taking and justifying positions on compelling questions: "Should children be allowed to vote?" and "Is voting a right or a responsibility?"

3rd Grade, Math, CS 1, "Making Up Multiplication"

Students will choose and model their own real-world multiplication situations and compare and discuss their solutions and strategies with peers. Students will develop two different strategies for solving each problem.

3rd Grade, Math, CS 2, "Shopping List"

Students will work in groups to solve and represent unknowns in a multiplication and division equation using a "tricky" shopping list. Groups will create a poster of their mathematical interpretation of the items described on the list. Students will respond to classmates' thinking through a gallery walk of ideas.

3rd Grade, Science, CS 1, "A Stick in the Mud: Evaluating a Landscape"

Students will dig into the role of geotechnical engineers, selecting a safe, flood-proof, and erosion-proof location for a new TarPul (innovative cable bridges used in Nepal). Working with a model riverbank, they study soil properties, examine maps to assess the potential for erosion at different sites along the river, and factor in the villagers' preferences for a TarPul location.

4th Grade, ELA, CS 1, "What is a Hero?"

As students continue their study of heroic literature and what it means to be a hero, they will begin learning practices of academic student-lead, research-based discussion seminars, which they will use through high school and beyond. Texts from the unit will anchor the small group seminar discussion, in which students will demonstrate content knowledge, critical thinking, and speaking and listening skills as they apply what they have learned about heroism.

4th Grade, ELA, CS 2, "How They Lived: Portraying the Early American"

Students will use their knowledge about early America to create an interactive display that explores the daily life of one group of early Americans (a Native American tribe or early settlers) using writing, visuals, multimedia, etc.

4th Grade, Math, CS 1, "Rounding to the Nearest 1,000"

Students will design a number line that shows placement of numbers. By "zooming in" on the number line, students will explore and manipulate the place value of a number. Students will design a poster illustrating a number line, plotting a number, rounding to the nearest 1,000, and explaining rounding.

4th Grade, Math, CS 2, "Marigolds on the Mall"

Students will use their knowledge of area and perimeter to act as landscape designers for restoration of the National Mall. They will select sections of the National Mall where they can visualize planting marigolds. Then, using the dimensions of the created rectangular areas, students will determine how many marigolds they would really have to purchase to fill the total square footage.

4th Grade, Art, CS 1, "Becoming"

Students will engage in close-study of art work as they examine a series of complex images that may surprise or challenge their assumptions of people both similar and different from themselves who face obstacles or adversity that contribute to their individual or community development.

4th Grade, Music, CS 1, "Close Study: Listening"

Students will actively listen and identify the elements of music that create the structure of music and explain what they hear using appropriate academic vocabulary. Incorporating their inferences from the close listening, students will compare two musical pieces.



5th Grade, ELA, CS 1, "Eureka! Framing the Process of Discovery"

Students will present a pitch for an invention that solves a practical problem. The pitch will include a logical argument from a research plan framed by students' study of texts on invention and discovery.

5th Grade, ELA, CS 2, "Go West!"

Exploring the Westward Expansion from the points of view of different groups (e.g. pioneer women and men, Black cowboys, or the Sioux), students will respond in writing to the question, "Was the Westward Expansion Worth It?" In this opinion essay, students will state a claim and support it with evidence from the text.

5th Grade, Math, CS 1, "Decimal Designs"

Students will create and analyze artistic works derived from different representations of decimal numbers. Students will create a visual representation of different decimal amounts using tens-frames and 100s charts, using their favorite color for a portion of the design. They will also construct a guide that shows spectators (of a gallery walk) how to use math to identify which color is the student's favorite color.

5th Grade, Math, CS 2, "Basketball Shootout"

Students will compete in 30-second, in-class basketball shooting competitions to determine the number of shots they can make out of the total attempted. The class will then determine its overall fraction of the shots made and the class average.

Elementary Art, CS 1, "Contrast"

Students will gain a deeper understanding of how contrast can be used by an artist to alter the way an individual views or experiences an object, animal, or environment. To demonstrate the techniques and skills they've learned, students create a culminating final project which demonstrates contrast.

Elementary Music, CS 1, "Improvised Accompaniment"

Students will use instrumentation and movement to provide accompaniment to a teacher-read narrative. To prepare, students will learn the basic elements of music through contrasts (loud/soft, high/low, fast/slow). Students will hear a familiar story and connect these elements to communicating physical, emotional and dramatic elements of the narrative.

Elementary World Languages, CS 1, "Classroom Passport"

To gain understanding of the value of each member in their classroom, students will explore identities within their diverse classroom community. Using images and the target language, they will create a classroom passport with basic biographical and personal information.

Elementary World Languages, CS 2, "Friends and Family Scrapbook"

To explore the important role that family and friends play in their lives, students will examine their relationships through creating a scrapbook or memory book with drawings, pictures, clippings, and mementos that reflects activities, celebrations, or events relevant to them. Using the target language, students will label the artifacts.



Middle School

6th Grade, ELA, CS 1, "Perspectives on Growing Up"

Students compare and contrast perspectives on growing up by close reading "Eleven" and "On Turning Ten" as well as conducting an interview with an adult and completing a personal reflection. Students will produce an essay that synthesizes the differing points of view on growing up.

6th Grade, ELA, CS 2, "From the Eyes of the Monster"

Students will use their knowledge of monsters and monster tales to create an original monster narrative, challenging assumptions about antagonist and monster characters. Students will craft an engaging, well-written narrative retelling of a classic monster tale, from the perspective of the monster.

6th Grade, Math, CS 1, "Interpreting Multiplication and Division"

Students will compare and explain representations of multiplication and division situations involving whole number and fractions. Building baseline knowledge to support understanding of the increasingly abstract concepts found in middle school math, this lesson helps students interpret the meaning of multiplication and division beyond "times" and "share."

6th Grade, Math, CS 2, "Rethink Your Drink"

Students will explore the amount of sugar in different drinks, to develop an understanding of just how much sugar is in common drinks versus the daily recommended amount of sugar. Students will compare amounts of sugar in various beverages, calculate unit rates of sugar, and create graphical displays.

6th Grade, Science, CS 1, "Solar System Play-doh Models"

Students will use play-doh to create models of the planets of the solar system. By creating these models, students will better understand the sizes of the planets compared to one another.

6th Grade, Science, CS 2, "Ice Cores"

Students will explore the history of Earth's gradual climate change as they create and model ice cores. They will explain how scientists study ice cores to learn about Earth's past. Ice cores' layers offer evidence on the human impact of the rise in mean temperature of Earth's surface, and demonstrate the difference between immediate and gradual change.

6th Grade, World Geography, CS 2, "Three Religions"

Students will learn the basics of three major world religions: Islam, Judaism, and Christianity, and connect them to geography by seeing how each religion places significance on one particular geographic location. Students will write an informational/explanatory essay that describes the significance of this site to each of these religions.

6th Grade, Physical Education and Health, CS 1, "Turn Up, Turn Out for Your Community"

Students will demonstrate deeper understanding of bullying and violence by exploring the reasons why people choose these behaviors. They will apply this knowledge to resolve issues within their own school and community through advocating for a solution through a campaign.

6th Grade, Physical Education and Health, CS 2, "The Grid"

Students will learn how to use a compass and how to read and create a map and will apply that knowledge in navigating the city on an orienteering field trip. During the adventure, students will record a range of data including steps, individual physical responses, duration, route and visual observations.



7th Grade, ELA, CS 1, "Real World Warriors"

Students will define what a "warrior" is and select a person from their community who has persevered and meets their criteria of an "everyday warrior." They then compare and contrast this warrior to Melba Patillo Beals in *Warriors Don't Cry* or a character from an alternate text that addresses similar themes. Students create a visual product to share this comparison and orally present their findings to their classmates and community.

7th Grade, ELA, CS 2, "My Vivid Life"

Students will explore the relationship between humor and despair in literature by analyzing techniques and structures that Roald Dahl uses in his texts, particularly *Boy*, to share vivid experiences. Students dive deeply into the use of dialogue and description, crafting a narrative writing piece with vivid description and dialogue to elicit humor or tragedy based on a real life experience.

7th Grade, Math, CS 1, "Triple Triumph"

Students will engage in playing a puzzle game which allows them to explore the properties of numbers and operations and to practice their computation. Through the exploration of this puzzle, students will make conjectures about the properties of operations and develop a strategy for solving the puzzle.

7th Grade, Math, CS 2, "Giant Pencil"

Students will find out more about a giant who left a pencil behind in their classroom. Using the pencil as a clue, students will figure out the height of the giant in an interactive lesson. Students will then work to determine if the pencil the giant left behind is proportional to their pencils, and will create other objects at a size appropriate for their new classmate.

7th Grade, Science, CS 1, "Mystery Cell Lab"

Students will participate in an engineering design lesson using a model to transport a material, a process analogous to transporting the electrochemical impulse through the neuron. Then, students will use their knowledge about cells to determine how the structure of an unknown cell, a neuron, contributes to its function.

7th Grade, Science, CS 2, "GenetiWhat?"

Students will use their knowledge of DNA to explore the concepts of genetics and heredity. Students will conduct a mini lab to extract DNA and then complete independent investigations to gather evidence to eventually support a claim during a Socratic seminar.

7th Grade, Ancient World History, CS 1, "Agricultural Revolution"

Was the development of agriculture good for humans? After viewing and reading information about the Agricultural Revolution, students will write an informational/explanatory essay that discusses the positive and negative impacts of the Agricultural Revolution.

7th Grade, Physical Education and Health, CS 1, "Facts and Fairy Tales"

Students will assess the power of peer influence and analyze sources of health information as they research and dispel major misconceptions that young people have regarding pregnancy and STIs. Students will develop an informational resource for middle school students entitled "STI and Pregnancy Prevention Facts and Fairy Tales."

7th Grade, Physical Education and Health, CS 2, "Fitness Plan"

Students will develop a two-week personal physical fitness plan that focuses on building their cardiovascular fitness, muscular endurance, muscular strength, and flexibility.

8th Grade, ELA, CS 1, "Declaring Independence: Untold Histories"

Students will analyze multiple texts that discuss the roles of enslaved persons in the American Revolution. Students will create a letter explaining to fifth grade students the critical role enslaved persons played in the American Revolution and enslaved persons' fight for freedom.



8th Grade, ELA, CS 2, "Talking About the American Dream"

Students will have the extraordinary experience of writing a narrative (speech or poem) analyzing the American Dream and performing this narrative as a TEDx talk or TEDx spoken word performance.

8th Grade, Math, CS 1, "Estimating Length Using Scientific Notation"

Students will investigate various lengths of objects and discover the need for using scientific notation to describe and compare very large and very small quantities. Students will investigate the size and length of ants compared to an animal of their choice.

8th Grade Math, CS 2, "Copyright Laws & Graphic Design"

Students will engage in a series of explorations that develop their understanding of rigid transformation (rotations, reflections and translations) and dilations over a series of days. Using their understanding of these concepts, they will complete an activity which requires them to apply their knowledge of congruence, similarity, transformations and dilations to designing logos for a newly founded company. Their final product will include the parent company's original logo, the students newly designed logo, and a detailed explanation of how their logo meets the project requirements (a series of transformations) while not breaking any copyright laws.

8th Grade, Science, CS 1, "Changing States: Evaporation"

Students will use their knowledge about thermal energy and vaporization to design a desalination device that can be used to convert ocean water into safe drinking water.

8th Grade, Science, CS 2, "Solids, Liquids, and Gases: The Matter of it All"

Students will explore the behavior of water molecules when temperature conditions change through investigations and observe molecular model animations. They will use this exploration activity to create a diagram representing how the movement of water molecules is affected by changes in temperature.

8th Grade, U.S. History, CS 1, "The Declaration of Independence: Old Ideas, New Revolution"

Were the ideas in the Declaration of Independence revolutionary? After reading primary and secondary sources, students will write an informational/explanatory essay in which they describe the Enlightenment roots of the political philosophy found in the Declaration of Independence.

8th Grade, Physical Education and Health, CS 1, "Place Matters"

Students will examine health disparities and how the built environment impacts the health of individuals and communities. They will analyze the relationship between various health features within the community and the health of its members. Students will then develop a documentary on an environmental issue within their community and propose a solution.

8th Grade, Physical Education and Health, CS 2, "A Month of Fitness"

After participating in a baseline assessment of their fitness, students will develop a three-week personal physical fitness plan that addresses their findings, especially as related to agility, coordination, speed, and reaction time.

World Languages Level 1, CS 1, "Social Media - #MyProfile"

Using the target language, students will create a mock social media profile with basic information about themselves, such as name, age, date of birth, nationality, residence, favorite activities, and more. At the end of the activity, students will guess who is represented in the profiles by reading the profiles without names and pictures.

World Languages Level 1, CS 2, "Path Quest"

Students will explore the pathway from school to career. They will reflect on what components or qualities are necessary to successfully achieve their professional goals. They will learn what infographics are and will create their own "PathQuest" infographic that will include images and vocabulary in the target language on personality traits, school subjects, extracurricular activities, and educational requirements necessary for their future profession.



Middle Grades, Art, CS 1, "Close Study Viewing"

Students will engage in close viewing of an artwork that relies on perspective as a conceptual element of understanding. Students will explore the theme of "other" and develop an understanding of the conceptual process of developing perspective that will inform their own work in this unit.

Middle Grades, Music, CS 1, "Close Study"

Students will use their listening skills to discuss and determine the composers' intent. Students may also create movement to go along with the suggested work.

Middle Grades, Music, CS 2, "Composition and Improvisation"

Students will analyze, listen to, and perform a variety of pieces, as well as compose and improvise upon their own works to understand these processes. As a final product, students will create compositions using a specified form and will perform compositions in small ensembles while adding improvisation.

High School

9th Grade, ELA, CS 1, "Theme Through Character"

Students will take a closer look at one of the characters in the play *Fences* and examine how August Wilson uses that character to develop a theme related to personal or societal tension. Students will analyze how a character's interactions, words, and/or actions develop an identified theme. The students will present their analysis through a character-theme concept map.

9th Grade, ELA, CS 2, "The Multiple Lenses of Beauty"

Students will demonstrate understanding of how beauty is viewed in modern society through a synthesis of a poem and two informational texts from the unit and the teacher selected unit novel. Students will create a gallery of annotated images that represent and synthesize the truth about beauty from the perspective of four authors.

High School Math, Algebra, CS 1, "Leap of Faith"

Students will assume the role of the owners of a fictional bungee jump company. Students will compete against their classmates to craft the most thrilling, non-fatal, bungee jump experience for their customer, a dinosaur. Students will complete several trial runs in their classroom over a series of days with a limited number of resources, and analyze their collected data to create the best plan for the dinosaur's actual bungee jump.

High School Science, Biology, CS 1, "Carbon Footprints"

Students will use the United States Environmental Protection Agency Carbon Footprint website to calculate their carbon footprints and discover what they can do to reduce their carbon emissions. Students will be asked to write a policy that can be applied to their community or school to lower carbon emissions.

High School Science, Biology, CS 2, "Natural Selection"

Using different colored paper chips to represent prey and a piece of fabric as a background to represent the environment, students will test the reliability of a model for the process of natural selection. Students will hunt to see which color prey are best adapted to the environment and have the best chance of living and reproducing to pass their traits on to subsequent generations.



9th Grade, World History I, CS 1, "The Codes that Guide Us"

What principles guide the way we live? After reading the Jozei Code and Bushido Code and researching and reading relevant sources, students will write an essay in which they compare Japanese codes to the "codes" of their own cultures.

9th Grade, World History I, CS 2, "Is Religion a Unifying or Divisive Force?"

After analyzing the passages from the Quran and the Hadith, students will engage in dialogue about the development of Islam and its relationship to the world's other major religions. Students will choose between writing a letter to the editor of a major newspaper or writing an article to a religious journal that presents the core tenets of Islam as informed by the text, and discusses how these beliefs reflect common themes in many of the world's "wisdom traditions" (Judaism and Christianity), and in what respects they are distinctly Islamic.

World Languages Level 2, CS 1, "Biography"

Students will engage collaboratively and independently with a series of target language texts, with each lesson further developing proficiency and confidence in the target language. Students will also develop web-based research skills and apply their findings to the creation of two original texts.

World Languages Level 2, CS 2, "The Best Thing I Ever Ate"

Using the target language, students will pretend they are starring on the Food Network show "The Best Thing I Ever Ate," and will describe their favorite food, where they found it, and why it's so delicious. At the end of the unit, students will create an entire "episode" of the "Best Thing I Ever Ate" that they can take home.

10th Grade, ELA, CS 1, "Wes's Choices"

Students will participate in a Paideia Seminar to analyze the critical events in Wes Moore's life that enabled him to be successful, as well as how Moore, as the author, develops himself as a character, and shows the reader what supports are necessary to help young people succeed. Students will complete a quick outline based on notes taken during the discussion, with a specific focus on how the structure of the text emphasizes the author's purpose. Students will cite specific evidence from *The Other Wes Moore* to support their analysis.

10th Grade, ELA, CS 2, "One World Education"

Students will develop content knowledge about self-chosen topics within the theme of cultural and global issues. After examining exemplary student writing and researching informational texts, students will construct evidence-based writing, in the form of an Argumentative Reflection, focused on creating a narrative about a current topic related to atrocities or large-scale injustices.

High School Math, Geometry, CS 1, "Creating Your Brand: A Logo Design Project"

Students will design a logo that represents their personality, likes/interests, and/or their name/likeness. Given specific parameters, they will create the logo on the coordinate plane and write a description of their design.

High School Math, Geometry, CS 2, "Proving Quadrilateral Properties"

Students will discover properties of quadrilaterals using their own measurements, organize those properties into a table and a flowchart, and write proofs of each property.

High School Science, Chemistry, CS 1, "Can the Mettle of Metal be Improved?"

Students will design an experiment to demonstrate how a metal's properties can be altered by heating and cooling (annealing, quenching and tempering of metals). This activity provides students with a hands-on opportunity to explore transformation of matter and provides a context for discussion on the structure and properties of matter.

High School Science, Chemistry, CS 2, "Energized!"

Students will make functional electrical cells (e.g. batteries) and determine the relative strength of each type of cell. Students will use an egg carton and Jell-O to construct a functioning electrical cell and compare materials.



10th Grade, World History II, CS 1, "Innovation and the Industrial Revolution"

Using primary source documents, students will write an information/explanatory essay describing the impact of the Industrial Revolution on the lives of children in Britain.

10th Grade, World History II, CS 2, "Paideia Seminar on Kristallnacht and the Holocaust"

Through close reading of secondary and primary sources, participation in a Paideia Seminar, and completion of a post-seminar self-reflection, students will learn about the Holocaust generally and Kristallnacht specifically.

World Languages Level 3, CS 1, "Protecting the Environment: One Trip at a Time"

Students will use their knowledge about traveling and the environment to design an advertisement. They will create an advertisement for a target-language country encouraging people to travel in an eco-friendly manner.

World Languages Level 3, CS 2, "Why is the Sky Blue?"

Students will create an original story that represents their cultural values, norms, and communal knowledge. Each student will use the five elements of a story, identified throughout the unit, to develop their folktale. Students will explore several folktales from around the world and learn about the tales that exist in selected countries.

High School Math, Algebra II, CS 1, "College and Career Choices"

Students will use linear functions to model their lifetime earnings in various career paths, accounting for the costs of higher education in careers that require it. Each student will perform independent research and produce a report that details a desired career path, a chosen college, and the mathematical analysis supporting both choices.

High School Math, Algebra II, CS 2, "NASA Shuttle Launch"

Students will use their knowledge about linear and quadratic regression to make predictions about the first 2 minutes of a space shuttle launch. Using their predictions, they will conduct mock interviews among the class to determine who would receive an internship at NASA.

High School Science, Physics, CS 1, "Driving the Roads"

Students use prior knowledge of kinematics to evaluate reaction time, braking distance, and yellow light timing.

High School Science, Physics, CS 2, "Make a Solar Cooker"

Students will use a simplified equation to create a computational model to how various elements affect the temperature in the oven. Students will plot and compare the data for each simulation. Building on their designs, equations, and simulations, students then build and revise their own solar ovens using principles of energy transformation and transfer within the solar box system.

11th Grade, U.S. History, CS 1, "Booker T. Washington and W.E.B. DuBois Paideia Seminar"

Students will examine the writings of Booker T. Washington and W.E.B. DuBois to inform a Paideia seminar discussion on competing approaches to achieving equality for African Americans during the Progressive Era. After the seminar, students will write a reflection.

11th Grade, U.S. History, CS 2, "New Deal or No Deal?"

After researching primary and secondary sources on a specific New Deal program, students will write an informational/explanatory essay in which they compare the benefits and drawbacks of the program and argue whether or not it was a good plan.

11th Grade, ELA, CS 2, "The Role of the Black Artist"

Students will analyze the essay "The Negro Artist and the Racial Mountain" by Langston Hughes, and Hughes' argument about the role and responsibility of the black artist, by engaging in a Paideia Seminar and writing an essay. Using Hughes' text, students examine essays and artwork (literary, visual, music) by black artists, evaluating whether or not the artists fulfill their roles and responsibilities, according to Hughes.

12th Grade, ELA, CS 1, "Researching College and Careers"

In partnership with One World Education, students will research, write, and present on self-chosen themes within the realm of college and career issues. Students may represent their school at an annual College and Career Senior Challenge, where students will lead 4-minute and 30-second presentations to panels of education and city leaders for a chance to win scholarships for college.

High School, Art A, CS 1, "Close Study Viewing"

To explore the relationship between an artist's decisions about medium, texture, finish, scale, space, and the artist's personal expression, students will conduct close study of the work of three artists, Auguste Rodin, Luis Jiménez, and Jae Rhim Lee.

High School, PE 1, CS 1, "Evaluate Your Opinions"

Students will explore community resources for participating in physical activity outside of school and examine aspects of their personal network that support or hinder their participation in physical activity. Students will present their community resource at an activity fair.

High School, PE 1, CS 2, "Let's Get Fit"

Students will research the physical needs/considerations of an individual in a job/career field that is of interest to them and design a program that addresses the individual's physical needs and concerns. For example, a student may recommend strength training for a nurse who lifts and moves patients.

High School, PE 2, CS 1, "Fitness Plan - Pick, Defend, Expound"

Students will analyze their fitness assessments from PE1 to set new fitness goals and to create a fitness improvement plan. Students will then use at least three technology resources (apps or websites) to develop a circuit training routine that addresses their areas of need.

High School, PE 2, CS 2, "Let's Go International"

Students will select a dance or cultural activity from another country to study. They will research the origin of the dance/activity, trace its development throughout history, and perform a cultural activity from the country.

High School, Physical Education and Health, CS 1, "Stop the Spread"

Student will take on the role of an employee at the department of health who has noticed an increase in the incidence (number of new cases) of an assigned disease. After researching the disease pathology and other aspects of the disease, students will develop a public health strategy to limit the spread of the disease and provide guidance to health care workers on how to treat patients in a cost-effective manner.

High School, General Music, CS 1, "Close Study"

To address the relationship between the music and the audience, students will utilize close listening to examine compositions, including works designed to elicit audience reaction.

High School, General Music, CS 2, "Musical Language"

Students will explore how structure and rhythm aid in a musician's ability to improvise and create. Using various improvisational and compositional tools, such as their bodies and found objects, students will create their own composition.

High School, Performing Ensembles, CS 1, "Close Listening"

To address the relationship between the music and the audience, students will utilize close listening to examine compositions, including works designed to elicit audience reaction.



